

From: Lexile Framework For Reading – FAQ,
<http://www.lexile.com/faq.htm#4>

For use in NoveList, brought to you by KYVL

What is the Lexile Framework?

The Lexile Framework is a tool that makes it possible to place readers and text on the same scale. The difference between a reader's Lexile measure and a text's Lexile measure is used to forecast the comprehension the reader will have with the text. The Lexile Framework systematizes two common intuitions: (1) that text can be ordered as to comprehensibility, and (2) that readers can be ordered as to reading ability. The Lexile Framework provides a common language which students, teachers, parents and media specialists can use in promoting student growth in reading. The Framework is not an instructional program any more than a thermometer is a medical treatment. But just as a thermometer can be useful in managing medical interventions, the Lexile Framework can be useful in managing instructional interventions.

I'm trying to tie in grade level equivalents to Lexile numbers that I find on books. Is there a way to do this?

Because of the many problems associated with grade equivalents, there is not a direct translation from a specific Lexile measure to a specific grade level. Within any classroom there will be a range of readers and a range of materials to be read. In a fifth-grade classroom there will be some readers that are far ahead of the rest (about 250L above the typical reader) and there will be some readers that are far below the rest (about 250L below the typical reader). To say that some books are "just right" for fifth graders assumes that all fifth graders are reading at the same level. What we try to do with the Lexile Framework is to match readers with texts at whatever level the reader is reading.

Just because a student is an excellent reader does not mean that he or she would comprehend a text typically found at a higher grade level. Without the background knowledge the words would not have much meaning. A high Lexile measure for a grade indicates that the student can read grade-level appropriate materials at a higher comprehension level (say 90%).

In the classroom, if a teacher is doing a lesson on the solar system, he or she can suggest additional readings at a variety of levels. Therefore, each child can read additional books, but the lower readers can read an easier book and the better readers can read a harder book.

The Educational Levels displayed on the Lexile Map indicate approximately the middle 50% of materials found in a typical grade-level classroom (see chart below). For example, the instructional materials typically found in a third-grade classroom range from about 500L to 700L. You can go in many third-grade classrooms and find materials that would have measures below 500L or above 700L. We have also conducted numerous

studies with large samples of students and have observed approximate reading levels (about the middle 50% of the students-the interquartile range) for each grade level (see chart below). Remember that there are still about 50% of the students that are reading higher or lower than these ranges.

Grade	Reader Measures (Interquartile Range, Mid-Year)	Text Measures (from Lexile Framework Map)
1	up to 300L	200L to 400L
2	140L to 500L	300L to 500L
3	330L to 700L	500L to 700L
4	445L to 810L	650L to 850L
5	565L to 910L	750L to 950L
6	665L to 1000L	850L to 1050L
7	735L to 1065L	950L to 1075L
8	805L to 1100L	1000L to 1100L
9	855L to 1165L	1050L to 1150L
10	905L to 1195L	1100L to 1200L
11 and 12	940L to 1210L	1100L to 1300L

You will notice there is considerable overlap between the grades. This is typical of the reading levels of students in the grades and materials published. In addition, the level of support you provide during reading instruction and the motivation of the reader impact the reading experience. Students who are interested in reading about a specific topic (and therefore motivated) are able to read text that is at a higher level than his or her reading level (about 100L).

The real power of the Lexile Framework is in examining the growth of readers-wherever the reader may be in the development of his or her reading skills. Readers can be matched with texts that they are forecasted to read with 75% comprehension. As a reader grows, he or she can be matched with more demanding texts. And, as the texts become more demanding, then the reader grows.